

CHAPTER
15
SECTION 1

Note Taking Study Guide

CONQUEST IN THE AMERICAS

Focus Question: How did a small number of Spanish conquistadors conquer huge Native American empires?

As you read this section of your textbook, fill in the chart below to help you sequence the events that led to European empires in the Americas. Some items have been completed for you.

Spain Establishes an Empire	Columbus	<ul style="list-style-type: none"> Columbus arrives in the West Indies. Spanish offended by Taínos.
	Cortés	<ul style="list-style-type: none"> Cortés lands on coast of Mexico and begins trek toward Tenochtitlán in 1519.
	Pizarro	<ul style="list-style-type: none"> Captures ruler and kills thousands of Incas

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SECTION 1**Section Summary****CONQUEST IN THE AMERICAS****READING CHECK**

What was the name of the Aztec capital destroyed by Hernán Cortés?

VOCABULARY STRATEGY

Find the word *compelled* in the underlined sentence. The word is a verb and so describes an action. Do you think Moctezuma was willing or unwilling to do what Cortés wanted him to do? Use the answer to this question to help you figure out what *compelled* means.

READING SKILL

Recognize Sequence What happened two years before Cortés destroyed Tenochtitlán in 1521?

In 1492, Christopher Columbus reached the Caribbean islands in the present-day West Indies. Columbus' first encounter with Native Americans began a cycle of meeting, conquest, and death, which was repeated across the Western Hemisphere.

Columbus first met the Taíno people and claimed their land for Spain. A wave of Spanish **conquistadors**, or conquerors, soon followed. They brought weapons and horses. Without knowing, they also brought diseases, which wiped out Native Americans, who had no **immunity**, or resistance. Within a few decades, the hundreds of Spanish who came to the Americas were able to conquer millions of Native Americans.

Explorer **Hernán Cortés** reached Mexico in 1519 and moved toward the Aztec capital, **Tenochtitlán**. An Indian woman, **Malinche**, helped him form **alliances** with native peoples who had been conquered by the Aztecs. Cortés reached Tenochtitlán, where he was welcomed by the ruler, **Moctezuma**. Soon, however, relations became strained. Cortés imprisoned Moctezuma and compelled him to sign over lands and treasure to the Spanish. In 1521, Cortés destroyed Tenochtitlán.

Another Spanish adventurer, **Francisco Pizarro**, wanted riches from Peru's Inca empire. Pizarro reached Peru in 1532 after its ruler had won a bloody **civil war**, or war between people of the same nation. Pizarro captured the ruler, Atahualpa, eventually killing him. Spanish forces seized Inca lands. After that they claimed much of South America for Spain. A few years later, Pizarro was killed by another Spanish group.

Spain's impact on the Americas was huge. The Spanish took vast fortunes in gold and silver, making Spain the greatest power of Europe. They opened sea routes for the exchange of goods, people, and ideas. However, they also brought death to Native Americans. Many survivors converted to Christianity, seeking hope. Others, like the Maya, resisted Spanish influence by keeping their own religion, language, and culture. This left a large imprint on Latin America.

Review Questions

1. How did the Spanish conquer millions of Native Americans?

2. How were the Maya able to resist Spanish influence?

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SECTION 2

Note Taking Study Guide

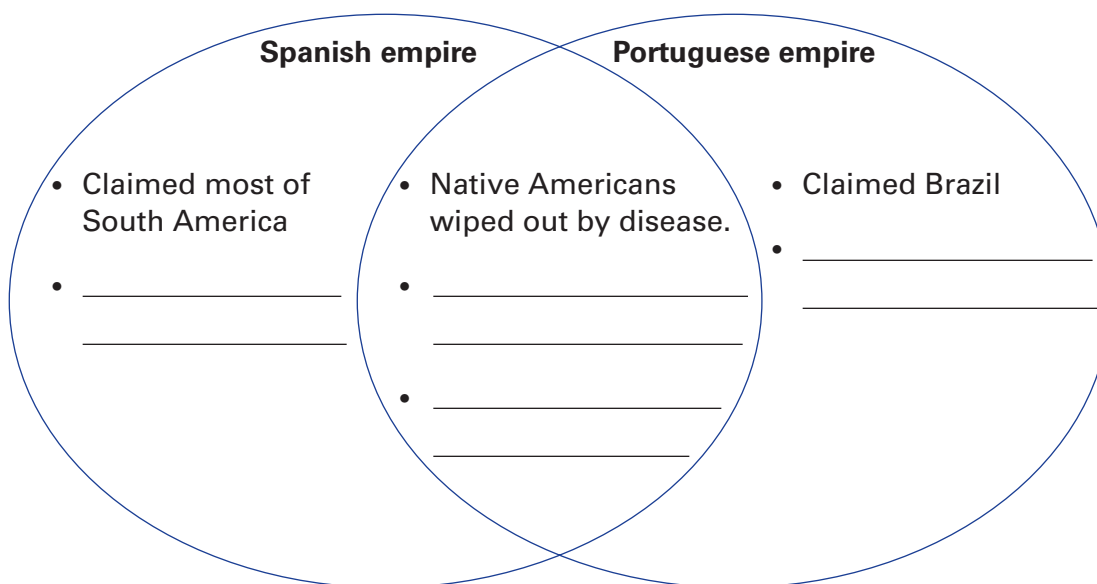
SPANISH AND PORTUGUESE COLONIES IN THE AMERICAS

Focus Question: How did Spain and Portugal build colonies in the Americas?

A. As you read "Ruling the Spanish Empire," fill in the chart below to record the steps the Spanish took to establish an empire in America. Some items have been completed for you.

Governing the empire	Catholic Church	Trade	Labor
<ul style="list-style-type: none"> Viceroy _____ _____ 	<ul style="list-style-type: none"> Converted Native Americans to Christianity _____ _____ 	<ul style="list-style-type: none"> _____ _____ Laws passed forbidding colonists from trading with other European nations or even with other Spanish colonies. 	<ul style="list-style-type: none"> Native Americans forced to work under brutal conditions on plantations and in mines under encomienda system. _____ _____

B. As you read "Colonial Society and Culture" and "Beyond the Spanish Empire," fill in the Venn diagram below to compare and contrast the Spanish and Portuguese empires. Some items have been filled in for you.



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SECTION 2**Section Summary****SPANISH AND PORTUGUESE COLONIES IN THE AMERICAS****READING CHECK**

Who ruled the Spanish colonies in the Americas?

VOCABULARY STRATEGY

Find the word *drastic* in the underlined sentence. What does *drastic* mean? What clues can you find in nearby words or phrases? Circle any context clues in the paragraph that could help you figure out what *drastic* means.

READING SKILL

Recognize Sequence Number the following events in the correct order:

- _____ Slaves are brought to the Americas by the Spanish.
- _____ Spain passes laws to end abuse of workers.
- _____ Bartolomé de Las Casas condemns the encomienda system.

Spanish settlers followed conquerors into the Americas. There they built colonies and created a culture that blended European, Native American, and African traditions. By the mid-1500s, Spain's empire ran from modern California to South America.

The monarchy appointed **viceroy**s to rule. To make the empire profitable, Spain forbade colonists to trade with any nation but Spain. Conquistadors were granted **encomiendas**, or the right to demand work from Native Americans.

Native Americans were forced to work under terrible conditions. Disease, starvation, and cruelty caused a drastic decline in their population. A priest, **Bartolomé de Las Casas**, begged the king to end the abuse. Such laws were passed in 1542. But Spain was too far away to enforce them. Some land-lords forced people to become **peons**, or paid workers who were forced to work to repay huge debts. Also, colonists brought in millions of African slaves.

A blending of cultures resulted. Native Americans contributed building styles, foods, and arts. Settlers contributed Christianity and the use of animals, especially horses. Africans contributed farming methods, crops, and arts.

However, society had a strict structure. At the top were **peninsulares**, or people born in Spain. Next were **creoles**, or native-born descendants of Spanish settlers. Below them were the **mestizos**, people of Native American and European descent, and **mulattoes**, people of African and European descent. At the bottom were Native Americans and African slaves.

Portugal, too, had territory in South America in Brazil. As in Spanish colonies, Native Americans in Brazil were nearly wiped out by disease. Brazil's rulers also used African slaves and Native American labor. There, too, a new blended culture developed.

In the 1500s, wealth from the Americas made Spain the most powerful nation in Europe, followed by Portugal. Pirates often attacked treasure ships from their colonies. Some pirates, called **privateers**, even had the approval of their nations' governments.

Review Questions

1. What were encomiendas?

2. How were the Spanish and Portuguese colonies alike?

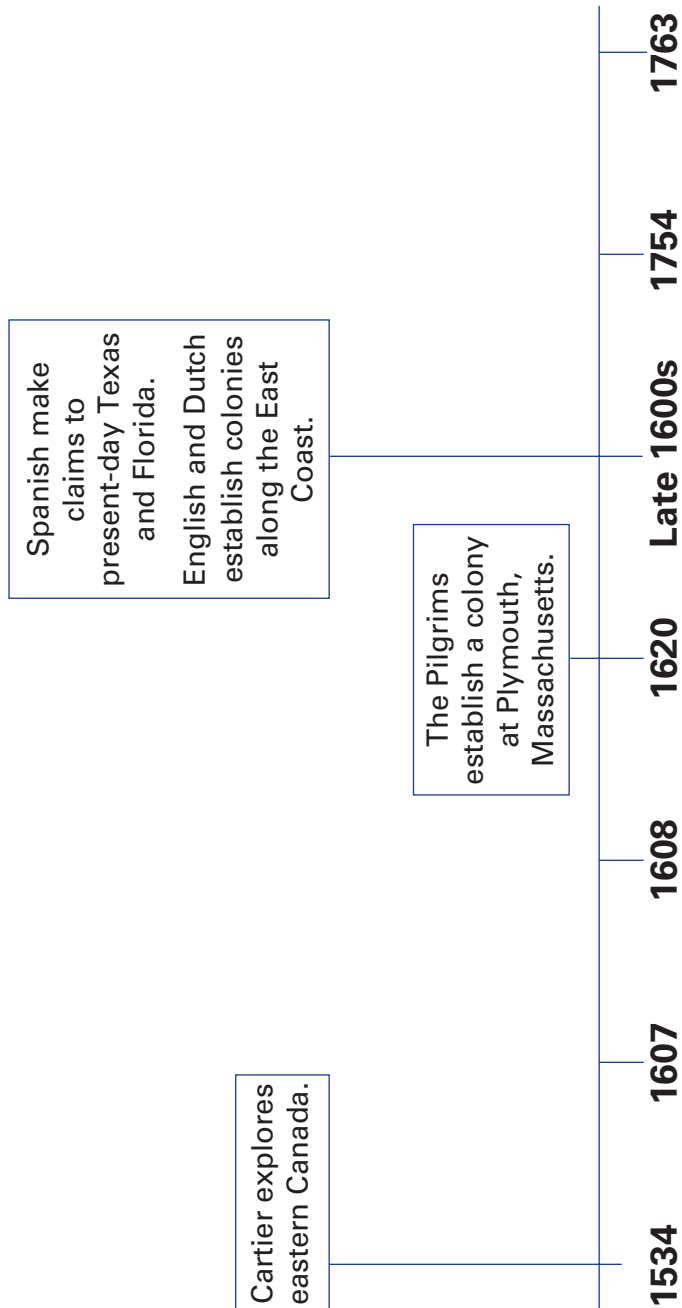
CHAPTER
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SECTION 3

Note Taking Study Guide

STRUGGLE FOR NORTH AMERICA

Focus Question: How did European struggles for power shape the North American continent?

As you read this section of your textbook, complete the following timeline to show the sequence of events in the struggle for North America. Some items have been completed for you.



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SECTION 3**Section Summary****STRUGGLE FOR NORTH AMERICA****READING CHECK**

What was the name of the agreement written by the Pilgrims to set the rules for their new colony?

VOCABULARY STRATEGY

Find the word *prevailed* in the underlined sentence. The word is a verb, so it describes an action. Read the next two sentences to see what happened after England *prevailed*. Use this context clue to help you figure out what *prevailed* means.

READING SKILL

Recognize Sequence Which event happened first? Circle your answer.

- French king Louis XIV sent soldiers and more settlers to North America.
- Jamestown was established.
- The Pilgrims started a colony in the Americas.

In the 1600s, the French, Dutch, English, and Spanish competed for lands in North America. By 1700, France and England controlled large parts of North America. Their colonies differed in many ways.

In 1534, Jacques Cartier explored and claimed for the French much of eastern Canada, called **New France**. Eventually, France's empire reached from Quebec to the Great Lakes and down the Mississippi River to Louisiana. The first lasting French settlement was set up in 1608 in Quebec. Hard Canadian winters discouraged settlement, however. Many settlers gave up farming for more profitable fur trapping and fishing. In the late 1600s, French king Louis XIV wanted greater **revenue**, or income from taxes. He named officials to manage his North American colonies. He also sent soldiers and more settlers.

In the early 1700s, New France's population was small. However, English colonies were growing along the Atlantic coast. The first permanent English colony, Jamestown in Virginia, was established in 1607. In 1620, **Pilgrims**, or English Protestants who rejected the Church of England, started a colony called Plymouth in Massachusetts. They wrote a **compact**, or agreement, known as the Mayflower Compact. It set rules for governing their new colony.

In the 1600s and 1700s, the English set up several North American colonies. English kings kept control over them through royal governors. But English colonists had more self-government than French or Spanish colonists. The English had their own representative assemblies that could advise the governor and decide local issues.

During the 1700s, England and France became rivals. In 1754, the **French and Indian War** broke out in North America. Then in 1756, it spread to Europe, India, and Africa and was called the Seven Years' War. Although the war dragged on, the British ultimately prevailed. In 1763, the **Treaty of Paris** ended this worldwide war. France had to give up Canada to Britain.

Review Questions

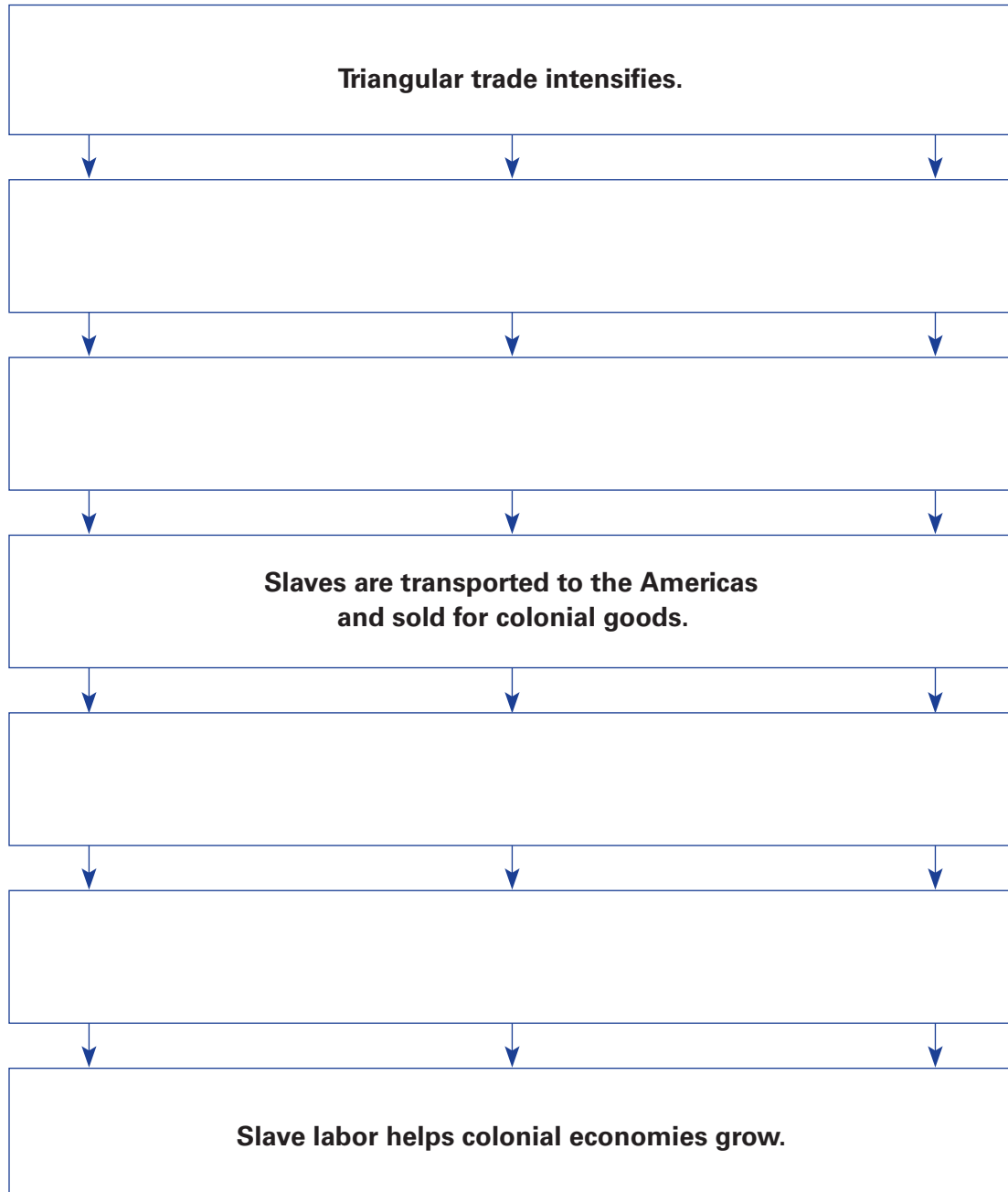
1. How did Canadian winters affect French settlement?

2. What could English representative assemblies do?

CHAPTER
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SECTION 4**Note Taking Study Guide****THE ATLANTIC SLAVE TRADE**

Focus Question: How did the Atlantic slave trade shape the lives and economies of Africans and Europeans?

As you read this section in your textbook, complete the following flowchart to record the sequence of events that led to millions of Africans being brought to the Americas. Some of the items have been completed for you.



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SECTION 4**Section Summary****THE ATLANTIC SLAVE TRADE****READING CHECK**

Which European nation was the first to bring slaves to the Americas?

VOCABULARY STRATEGY

Find the word *restrained* in the underlined sentence. What does *restrained* mean? People were *restrained* "in holding pens." Use these clues and other context clues to help you figure out what *restrained* means.

READING SKILL

Recognize Sequence Make a diagram of the triangular trade to show the directions of the main flow of goods between Africa, the Americas, and Europe.

Empires grew in the 1500s, and trade increased between the Americas and other parts of the world. Spain was the first major nation to buy slaves for its colonies, but the slave trade grew as other European countries set up colonies. Slave labor became a way to make huge profits, but at the cost of millions of lives.

The trade of slaves became known as **triangular trade**, a series of Atlantic sea routes joining Europe, Africa, and the Americas. On the first leg of the triangle, merchant ships brought European goods to Africa, where they were traded for slaves. On the second leg, known as the **Middle Passage**, slaves like **Olaudah Equiano**, were sent to the Americas, where they were traded for colonial goods. On the final leg, these products were traded for other colonial goods and then shipped to Europe, where they were traded for European goods.

The Middle Passage was a horrible journey for Africans. They were captured and forced to walk as much as one thousand miles. Many died on the way. Those who lived were restrained in holding pens in African port cities until European ships came. Hundreds were packed below deck for the long voyages. Up to half died from disease, cruelty, suicide, and dangers, such as storms, pirate raids, and **mutinies**, or revolts, by slaves trying to return home.

The triangular trade went on because it brought huge profits. It made merchants and traders rich and helped colonial economies grow. However, for Africans it was a disaster. African societies were torn apart, and lives were cut short or ruined. By the mid-1800s, when the slave trade finally ended, an estimated 11 million African slaves had reached the Americas, while another 2 million had died during the Middle Passage.

Review Questions

1. What three main areas of the world were connected by the triangular trade?

2. Why did the triangular trade go on, even though it ruined or ended the lives of millions of people?

CHAPTER
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SECTION 5
Note Taking Study Guide
EFFECTS OF GLOBAL CONTACT

Focus Question: How did the voyages of European explorers lead to new economic systems in Europe and its colonies?

A. As you read “The Columbian Exchange,” complete the following flowchart to record the sequence of events that led to the Columbian Exchange, as well as the effects. Some of the items have been completed for you.

Causes	Columbian Exchange	Effects
<ul style="list-style-type: none"> • Age of exploration begins. • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • Named for Columbus, whose voyage began the exchange 	<ul style="list-style-type: none"> • _____ • Native American diets improve; horses and donkeys transport goods and people. • _____ • New crops lead to population growth all over the world. • Millions of people migrate. • Populations wiped out by disease and war.

B. As you read “A Commercial Revolution,” complete the following flowchart to record the sequence of events that led to new global economic systems, as well as the effects. Some of the items have been completed for you.

Causes	New Economic Systems	Effects
<ul style="list-style-type: none"> • _____ • _____ • Growing demand for goods • Fierce competition for trade and empires 	<ul style="list-style-type: none"> • Capitalism • _____ • Mercantilism 	<ul style="list-style-type: none"> • _____ • Putting-out system led to capitalist-owned factories of the Industrial Revolution. • _____ • Merchants and skilled workers prospered. • Middle-class families enjoyed a comfortable life.

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Section Summary

EFFECTS OF GLOBAL CONTACT

READING CHECK

What is the name for the global interchange begun by Columbus' first voyage?

VOCABULARY STRATEGY

Find the word *dispersal* in the underlined sentence. What does *dispersal* mean? What clues to the word's meaning can you find in nearby words or phrases? Circle any context clues that help you figure out what *dispersal* means.

READING SKILL

Recognize Sequence Place these events in the correct order:

- _____ The price revolution takes place.
- _____ Inflation occurs.
- _____ Enormous amounts of silver and gold flow into Europe.

Exploration in the 1500s and 1600s led to European control of the globe. By the 1700s, worldwide contact had caused huge changes to people in Europe, Asia, Africa, and the Americas.

When Columbus returned to Europe in 1493, he brought back American plants and animals. He carried European plants, animals, and settlers back to the Americas. A vast global interchange began. Named for Columbus, it was called the **Columbian Exchange**. Sharing different foods and animals helped people around the world. Later, this dispersal of new crops from the Americas led to worldwide population growth.

Another result of global contact was economic change. In the 1500s, **inflation** increased in Europe, due to all the silver and gold from the Americas. Inflation is a rise in prices because of sharp increases in the money supply. This period of rapid inflation in Europe was known as the **price revolution**. Out of these changes came **capitalism**, an economic system of privately owned business. **Entrepreneurs**, or people who take financial risk for profits, were key to the success of capitalism. Europe's entrepreneurs created businesses and joined investors in overseas ventures. This changed local economies into international trading economies. Fierce competition for trade and empires, in turn, led to a new economic system, called **mercantilism**. Under this system, a nation's wealth was measured in gold and silver, and nations had to export more than they imported. Mercantilists also pushed governments to impose **tariffs**, or taxes on imported goods. This would give an advantage to local products by making imports cost more.

Economic changes, however, took centuries to affect most Europeans. However, by the 1700s, many social changes had happened, too. Nobles, whose wealth was in land, were hurt by the price revolution. Merchants who invested in new businesses grew wealthy. Skilled workers in growing cities also prospered, creating a thriving middle class.

Review Questions

1. Why did mercantilists push governments to impose tariffs?

2. By the 1700s, who was being helped by economic changes?

